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By-Watson, Nelson A.; Walker, Robert N.

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This curriculum guide for law enforcement personnel is to be used in planning a training session in law enforcement. Police policy, practice, and procedure in handling juvenile cases are covered. Units are: (1) Introduction, (2) Methods and Materials Affecting Police Training in Juvenile Relations, (3) Determining Training Needs, including analysis of critical incidents, citizen complaints, inspections, performance ratings, and community relations, (4) Curriculum Development, and (5) Suggested Curriculum for Police Training in Juvenile Matters. The teachers should be law enforcement personnel and have experience in law enforcement and training. Supplementary materials include: (1) curriculum suggestions for two workshops, (2) training program and coaching procedures, (3) role of the police in juvenile delinquency, (4) sample lesson plan format, (5) films for use in police training on juvenile matters, and (6) a bibliography. (GR)

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Nelson A. Watson

Robert N. Walker

Research and Development
Division

International Association of Chiefs of Police
1319 18th St., N.W., Washington, D.C. 20036

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December, 1965

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TO: The ERIC Clearinghouse on Vocational and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

FROM: (Person) Nelson A. Watson, Ph.D. (Agency) International Association of Chiefs of Police

(Address) 1319 Eighteenth Street, N.W., Washington, D.C. 20036

DATE: August 20, 1969

RE: (Author, Title, Publisher, Date) Training Police for Work with Juveniles. Nelson A. Watson and Robert N. Walker. International Association of Chiefs of Police, Washington, D. C. Dec. 1965.

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This report is a result of the collective thinking of officers who attended the IACP workshops on training problems relating to police handling of juveniles. The committee members whose efforts have helped produce this report are:

Deputy Supt. Arthur C. Cadegan, Jr.
Boston, Mass., Police Department

Captain Murray O. Cochran
Roanoke, Va., City Police Department

Investigator John J. Conway
New York State Police

Captain Phillip P. Woodson
Richmond, Va., Bureau of Police

Lieutenant John C. Dillon
Syracuse, N. Y., Police Department

Sergeant Ronald P. Forbes
Pinellas Park, Fla., Police Department

Robert D. Swab, Jr., Chairman
Police Services Consultant
Pennsylvania Dept. of Public Welfare

Lieutenant George Panciera
Connecticut State Police

Daniel J. Spisso
Prosecutor's Office
Middlesex County, New Jersey

Lieutenant Joseph L. Branigan
Pennsylvania State Police

Lieutenant Edward H. Proctor
Police Department of the County of
Nassau, N. Y.

Sergeant M. D. Philpot
Augusta, Ga., Police Department

Captain John T. Marler
Atlanta, Ga., Police Department

Captain Lyle E. Smith
Tacoma, Wash., Police Department

Lieutenant Ernest B. Smith
Oakland, Calif., Police Department

Lieutenant Jules C. McNellage
Mobile, Ala., Police Department

Patrolman Willis E. Jones
St. Louis County, Mo., Police Dept.

Lieutenant Cecil P. Olds
Springfield, Ill., Police Department

Sergeant Charles H. Milliken
Pomona, Calif., Police Department

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Chief Curtis Brostron and Mr. Victor Strecher, Director of Training, St. Louis, Mo., Police Department
Chief George W. Scholer, Columbus, Ohio, Police Department
Commissioner James J. Kelly, Police Department of the County of Nassau, N. Y.

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R. Dean Smith
Project Director
Research and Development Division
IACP

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CURRICULUM MATERIALS FOR POLICE TRAINING IN JUVENILE MATTERS

I. INTRODUCTION

Modern Western society has evolved the institution of the police as a specialized social agency to preserve the peace, to protect life and property from attacks by criminals and from injury by the careless and inadvertent offender, and to enforce laws. In recent years the traditional police role has been broadened to include many aspects of social service formerly the exclusive concern of specialized social institutions such as the church, schools, and public welfare. The police today cannot be excused from applying their utmost efforts toward prevention, identification and early reversal of aberrant anti-social processes: the costly cycle of school drop-outs, unemployment, crime, and welfare dependency vitally concern all organized agencies of society including the police.

In handling offenders, concepts of punition and retribution, now antedated, must be abandoned in favor of therapy and rehabilitation. Society cannot afford mounting recidivism and unchecked escalation of delinquent behavior from petty to capital crimes.

Basic police responsibility with both juveniles and adults is placed on the policeman on the beat, whether on foot or in a motor vehicle. He is primarily responsible for maintaining law and order on his beat, with specialized personnel, e.g., the juvenile unit, available to assist him in larger departments. It must be underscored that the patrolman is in no sense relieved of his basic responsibility and authority relative to police-juvenile relations by the availability of a juvenile unit in the department: the patrolman remains the key person for deterring and controlling anti-social acts affecting all citizens, including minors. The police job consists primarily of investigation, apprehension, and preventive patrol.

Clearly, every police officer must be well trained in the principles and practices which are peculiar to police relations with juveniles as specified by laws and police regulations (SOP). The juvenile unit is available as a referral and supportive element to assist the patrolman, if and as requested, with cases involving juveniles, but the large share of such work remains with the patrolman in routine day-to-day duties on his beat.

Every police officer must studiously avoid any action which will solidify or reinforce undesirable behavior; as in relations between a physician and his patient, the offender is not to be harmed by police actions, however well intentioned these may be. In this connection, psychological trauma in the form of threats, accusations, and recriminations are likely to be much more harmful to juveniles than physical blows in the long run.

In summary, the philosophy of police-juvenile relations should be based on: (1) respect for individual personality whether a suspect or victim is involved; (2) accepted criteria of human relations; (3) therapy rather than punishment as end-goal; (4) crime prevention and deterrence rather than apprehension, detention, and court procedures; and, (5) police initiative and active cooperation with all local youth-serving agencies and institutions in efforts to decrease delinquency.

In police-juvenile relations, one often hears the admonition that an officer must be a policeman first and a juvenile specialist second; every officer by his oath of office is aware of this. But there is nothing in the basic role, that of police officer, which prevents effective performance by the same officer as a juvenile specialist.

There is no justifiable philosophical basis for a different approach to juveniles by juvenile specialists as contrasted with other officers. From the point of view of the community, the juveniles, parents, the courts, and anyone else involved, a policeman is a policeman. The major problem relative to police handling of juveniles is adequate training of all officers in policies and procedures acceptable to the people of the community, the courts, and the police for discharging these responsibilities.

Juveniles are more often initially contacted by patrolmen performing general police functions than they are initially by juvenile specialists. The important principles and approved practices must be a part of the operational armament of all patrolmen for this reason. In the past, most of our training emphasis has been directed toward the juvenile officer and the training of the patrolman for this area has been neglected. This trend must be reversed.

In what follows, the words "juveniles, youngsters, children, young persons" will be used to mean persons who are of juvenile court age under the law of the jurisdiction of the individual reader.

II. METHODS AND MATERIALS AFFECTING POLICE TRAINING IN JUVENILE RELATIONS

There is evidence that the objectives and philosophy of training are not clearly understood by both training and command elements in many departments. This lack of clarity most frequently stems from the absence of a definite policy statement setting forth the training objectives of the department.[1/] Where such a lack exists, individual instructors in the training program actually set the objectives and guiding concepts for the department by their instruction. The instructors thus become policy makers and there is the possibility that a marked gap may exist between what, in effect, becomes operational policy through

1/ "Thoughts on Police Training," THE POLICE CHIEF, Vol. XXXII, No. 1, January, 1965

training and the wishes of the chief and the division commanders. Such a state of affairs can only lead to confusion and malpractices which will require correction by commanders. Coordination of all concerned in both training and command would help to eliminate this undesirable gap between the commander's training concept and actual instruction.

A second weakness in curriculum development arises from failure properly to analyze training needs. Too often curricula are constructed in answer to the traditional question, "What subjects should be put into the schedule?" The answer is often found by copying past schedules and blindly repeating what had been taught to the previous recruit class. This procedure perpetuates out-dated content, ineffective methods of instruction, and selection of subjects. Some of the subjects may have been ill-adapted to the needs of the recruits. Also, the amount of time spent on certain subjects may have been out of proportion to the overall value of the material - either too much or too little. Revision of the time distribution for subjects is constantly necessary, as well as revision of the subject matter content and methods, in order to keep up-to-date.

A third weakness is the failure to tailor the content within lessons on given subjects to the demands of the job. The instructor endeavors to develop a lesson plan to present learning material in a specified time. He aims at logical development of the subject as he sees it. But his approach may not coincide with the needs of the recruits who will approach the material from a less sophisticated point of view. Lesson plans should conform to the format used in professional teacher training courses, and cover objectives, materials, methods, audio-visual aids and evaluation of progress. Plans for recruit classes should cover the essentials - mainly operational essentials - leaving the refined and advanced concepts for inservice classes. In other words, at the beginning point in the officer's career, we must emphasize "how to do it." The training sequence should be: (1) Tell them how, (2) Show them how; and (3) Have them do it. Emphasis should be on the "doing" phase. "Keep the talk short" is a good motto for police training, as the armed forces have found.

A fourth weakness is the neglect of individual remedial training. Training is too often limited to a series of lectures in a formal classroom setting. All the recruits are exposed to the same material with varying results, naturally, because of individual differences in background, ability, and motivation. Too often no real effort is made to find out which trainees have failed to achieve sufficient mastery of the material. If learning has taken place, it can and should be measured. In this connection, the formal lecture is recognized to be a poor teaching method - it should be improved by class discussion and heavy use of multi-sensory aids. Some recruits will probably come away from every lecture with misconceptions. Certain recruits will accrue more than their share of such misconceptions and these will turn out to be poor performers on the streets. A basic function of training is to find out

which learners are not progressing, identify their shortcomings, and correct them. This is remedial training - an often neglected but absolutely essential activity for a training officer.

Finally, a fifth weakness is the lack of supervisory and command officer participation in development of training curricula. Training is an inescapable responsibility of every command and supervisory officer. Training officers are on the staff to assist in fulfilling the training function. All too frequently, this relationship is not found in operation: the training officers are solely responsible for, and conduct the training. Training personnel should serve as a catalyst and stimulate training. Interest in training can be encouraged by enlisting the talent and experience of both supervisory and command personnel to aid in developing training curricula, in the preparation and presentation of instruction and in program review. The command staff cannot avoid responsibility for approving training curricula, and for supervisory inspection to determine its effectiveness; these duties cannot be delegated.

This manuscript is specifically directed toward training as it affects police handling of juvenile cases. The principles are, however, applicable to police training in general even though we are here aiming specifically at operations.

Training of patrolmen (both recruit and inservice) in the handling of juvenile cases shows an obvious weakness. Questionnaires returned to the IACP indicate that the amount of time spent in recruit training on juvenile matters ranges from 0 to 5 percent of the recruit course, the median being between 1 and 2 percent. The length of the recruit courses studied ranged from 4 to 16 weeks. This means that the actual time spent specifically on juvenile matters ranged from about 0.0 to 12 hours during these recruit classes. This is a rather unimpressive picture in the light of the increase in juvenile crime during the past several years. Time devoted to juvenile matters during inservice and supervisory training is even more disappointing. In view of the volume of cases, the inevitability of patrol contacts with juveniles, and the potential for preventive police work by all officers, existing programs are obviously inadequate. The tendency to leave all aspects of the police juvenile function to the juvenile unit is all too prevalent. The magnitude and importance of juvenile delinquency demands superior training at all levels of the police department.

There are, of course, some subjects in police training courses that have aspects which are applicable to juvenile procedures, but which are not specifically labeled juvenile. Some examples are interviewing, investigation, arrests, traffic enforcement, court procedures, record keeping and reports, probation, and detention. Whether the special conditions applying to juveniles either as victims or principals are being covered in these courses should be

determined by supervisory personnel. It is believed that some additional attention to juvenile aspects would often be indicated. The same is certainly true when offering instruction on auto theft, burglary, and sex offenses.

No accepted standard time allocation has been devised for subjects in a police training curriculum. Time allocations must be determined by training needs and the local situation. It was the consensus among workshop participants that the juvenile problem is of such importance in their several jurisdictions that 5 to 10 percent of training time would be required properly to cover essential subject matter. This would not necessarily mean a proportionate sacrifice of time for other subjects since some time could be saved while covering special juvenile aspects under other subject headings.

The participants were, of course, unanimous in stressing the necessity for police training generally. The major reasons given for insufficient training were: (1) the department was short of personnel and could not recruit sufficient personnel to fill the ranks. As a result, recruit training was substantially reduced and inservice training was temporarily suspended; and, (2) insufficient budget to operate full training programs. It is recognized that the responsibilities of the department for policing the jurisdiction must be fulfilled first and that time spent in training reduces the man-hours available for that purpose. At the same time, no one will deny that recruit training is an indispensable prerequisite to effective police action and that good inservice training repays in improved performance. Efforts should be made to achieve a workable balance between expediency and planned long range improvements in police work. An additional excuse for not establishing effective recruit and inservice training is that the department is too small to justify the time, effort, and expense. The solution here is to combine with nearby jurisdictions, as many have done, for training.

The chief of police is accountable for all personnel time expended by the police department. The time spent in training is not always an easy item to justify at budget time, no matter how good the intentions of the administrator. As was pointed out above, it is axiomatic that the time spent in training is not available for some other police function. It is therefore imperative that the police training program be soundly constructed and administered. The training should produce improved services through more efficient performance; hence improved performance is the justification the administrator needs for the time spent in training. More efficient performance and elimination of costly errors should reduce the time needed to handle the details of the job. Justification for time and funds used in training devolves upon the training officer, and must be endorsed by commanders.

III. DETERMINING TRAINING NEEDS

Obviously, training officers will not be in a position to have personal knowledge of every training need in the department. Sound procedures for determining the training needs of a department are available. There is, however,

no single method that will ascertain all the needs. Much time and effort should be given to defining the needs and to setting their priorities for attention. There is a direct relationship between the determination of training needs and the success of the training. Obviously, those needs must receive first priority which are vital or which cannot be neglected or postponed.

Training needs must be studied from several points of view. First and most important is the assessment of training needs from the standpoint of the trainees. The basic questions here are:

1. Do we need to include a given subject in the curriculum? How much time?

2. What are the essential points - the facts, the principles, the concepts, the understandings - that recruits need to be taught at this stage of their careers about this subject? What is the "safety-minimum" of knowledges and skills which is required for initial success on the beat?

3. How can we insure that we are using the best and most effective methods of putting the materials across?

Ideally, we should treat each recruit as an individual case and answer the above questions for each one separately. Obviously this is impossible; most teaching must be done in a class setting. We must, therefore, try to train in such a way as to meet the needs of the greatest number to the maximum extent possible. This means that lesson plans must at the same time be very basic and elementary and yet rich in challenging concepts and illustrations.

A second point of view relative to the assessment of training needs is that of the supervisory and command personnel. These are the men responsible to the chief for seeing that the police job gets done. They are the ones most directly concerned with the problems resulting from training inadequacies and consequent malpractices by officers. Unfortunately, there is often little coordination with supervisory and command personnel by those responsible for preparing the officers to do the job. Shortcomings discovered by supervisory and command personnel are observed and corrected through supervision, but this does nothing to avoid repetition of the same errors on the part of recruits. Training officers should take the initiative in identifying problems being encountered and follow up with appropriate course revisions. Command and supervisory officers are duty bound to inform the training officer of recurrent shortcomings which come to their attention in daily police operations.

The third point of view is that of the top administrative echelon. The chief, for example, while interested in the technical competence of the rank and file, is also deeply concerned about their performance as representatives of the department before the public. What are they doing for or to the image of the

police in the community? Are they displaying proper attitudes? Do they have adequate potential and motivation for future development? Are they narrow in their concept of the police function or do they have an understanding and appreciation of the total police responsibility? Negative answers to these questions would reveal training needs considered important by the chief.

These points of view are not inconsistent, but they are of increasing generality in the order presented. The needs of the department as a whole are a composite of all. Admittedly, the training staff cannot meed all of these needs alone. Training is but one of a series of interrelated functions, each of which plays a part. Selection, training, supervision, inspection, and command all influence what a recruit is and what he will become.

SPECIAL PROCEDURES TO IDENTIFY TRAINING NEEDS

Following are some suggested methods which have been found to be helpful in determining training needs. The assessment of training needs requires varied approaches. Officers responsible for constructing training curricula, lesson plans, and instruction must insure that training provides for identified needs.

A. ANALYSIS OF CRITICAL INCIDENTS

A policeman is called upon to do many things in the course of a day's work. Some of what he does requires only the ordinary behavior, common sense, and good judgment of any mature person, not technical knowledge or special skills. The selection process should provide recruits who are basically qualified physically and intellectually, and who have the personality and social skills to interact in an effective and productive way with the public. Development of such abilities where they do not exist at all is not a function of police training. True, we do get some recruits who need guidance and a little sharpening along these lines, but police training cannot make a socially effective person out of a complete dud. The function of seeing to it that policemen are qualified in these basic, non-technical areas belongs to the selection process.

Training needs are revealed more clearly through an analysis of the critical incidents the officers handle. Here much of their behavior is patterned after the prescriptions laid down in training school and during on-the-job supervision. This kind of behavior is specifically that expected of policemen. In other words, it is the action they are supposed to take in their role as officers of the law. The things they do and, often, the things they do not do, as well as the way they do them when performing a particular instance of police activity can be quite revealing. Analysis of this behavior can lead us to new conceptions as to the content of training courses. For example, study may show that we are devoting, without realizing it, as much as fifty or sixty percent of classroom time during the training on juvenile delinquency to a study of the law. We may

find that we are spending an inordinate amount of time on technical definitions of "child," "delinquent child," "neglected child," "dependent child," and on delinquency, truancy, and the law pertaining to detention. By the careful study of the practical day-to-day problems policemen face in handling juveniles, and especially of the errors they make, it may be seen that solutions cannot be found in a study of the law. We may discover that what they really need is more attention to referral facilities and procedures, interview techniques, and preventive patrol procedures. Such a finding would definitely favor a shift of emphasis in the training course.

Preparation and study of a list of critical incidents together with a job analysis of what police officers do, will provide a good assessment of existing training needs. For best results, instead of merely listing broadly the major things that a policeman does, each type of action must be further broken down into its basic elements. Study of a variety of such critical incidents will, no doubt, turn up elements that are common to many incidents. There will also be elements that are specific to one type of incident. Knowledge of what these elements are is tantamount to knowing what police officers must be capable of, and, therefore, what must be taught to them.

B. TRAINING NEEDS REVEALED BY STUDY OF POLICE RECORDS AND REPORTS.

Records and reports of the department hold a vast amount of information on the training needs of the force. It is part of the training officer's responsibility to analyze these reports and identify the training needs.

Training personnel and/or another staff unit should conduct an analysis of police records and reports to determine the incidents in which officers of the department have had to make critical decisions on the spot. Analysis can be done by using a random sample of reports, providing there is enough volume to assure a valid sample. If the number of incidents is less than one hundred per year, all should be examined.

An example of the type of incidents which should be reviewed are the cases in which officers take a juvenile into custody. Analysis of these critical incidents would provide data from which the training officer could determine deficiencies in knowledge and procedures. Analysis will reveal useful data relating to such items as the following:

1. The basis for accosting the youth;
2. The basis for taking into custody or transportation to parents;
3. Understanding of the use of curfew notices and/or citations;
4. Understanding of department procedures in contacting parents;
5. Adherence to policy on referring cases to the juvenile unit;
6. Detention practices;
7. Report writing;
8. Understanding of referral procedures (e.g., to social agencies).

C. CITIZEN COMPLAINTS AS INDICATORS OF TRAINING NEEDS

Citizen complaints are another area of police operation which should be analyzed to determine training needs. The complaints made to the department, either personally or in writing, should be scrutinized to determine any patterns or trends. If, for example, the department notes a trend of complaints that officers are not properly enforcing the curfew ordinance it may well indicate the need for additional training on curfew procedures. Of course, a pattern of citizen complaints may also indicate a lack of understanding of a police problem on the part of the citizens. If this be the case then the police, preferably through the public relations section, in all probability need additional training in informing the public of the reasons for their actions,or more importantly,the reasons for not taking action in particular areas of law enforcement.

Regardless of the type of complaints received from citizens, they should be subject to analysis to determine their validity and to detect trends. Some complaints will indicate conduct requiring disciplinary action and not training needs per se, but the repetitive complaint may well merit a particular type of training or retraining.

Channels for free and easy communication between the public and police department must be kept open; citizens must feel that both complaints and commendations will be equally welcomed and that all such allegations will be carefully investigated.

D. THE ROLE OF INSPECTIONS IN DETERMINING TRAINING NEEDS

1. Staff Inspections

The general connotation of inspection is often construed by police to be punitive rather than training, particularly staff inspections. As a consequence the information accumulated from inspection programs is often omitted from training programs. Portions of inspection information may not be useful for training purposes but great portions of the data can be examined for trends or patterns of activity requiring training attention. Staff inspection information should include many field observations of the methods employed in the handling of a variety of police incidents. These observations will indicate training deficiencies over a period of time by the pattern or trend of activity throughout the department. If a problem exists department-wide it would be indicative of a training deficiency but if a problem only exists in a given geographic area or on a particular shift, it is indicative of a supervisory deficiency that line officers should correct. Department-wide problems must be considered in developing the training program if it is to successfully fulfill its mission. No single person or unit of the department is in a position to determine as much of the department's training needs as are the staff inspection personnel. If this information is not included in the curriculum then one of the basic functions of staff inspections is not being performed.

2. Line Inspections

Authoritative inspections by supervisory line officers are continuously being performed whether the line officer is aware of it or not. Everytime a police practice by a subordinate is observed, a line inspection has been done. The collective inspection observations of the line officers probably would include most of the major training needs of the department. The difficulty is to assimilate these observations into a workable instrument that can assist the training officer to develop sound training programs. Regardless of the difficulties involved, line inspection information, especially from the supervisory level, should be an essential part of the information upon which a training program is developed.

It is the responsibility of command to assure that line inspection information is made available to training personnel. In this connection, the training officer in his staff officer function should develop methods to obtain this information and present it to the commander in the form of completed staff work. The training officer should have authority commensurate with his assignment which should enable him to obtain the information necessary to perform his training function.

E. POLICE TRAINING NEEDS WITHIN THE DEPARTMENT

Police training personnel have, at times, failed to isolate and define the training needs of the department. Training has often followed traditional and routine patterns with only a superficial effort to identify existing and anticipated training deficiencies and to provide corrective instruction. Although there is no single cause for this condition, stronger administrative controls would minimize its ill effects. Commanders are busy and have only limited time to devote to investigating training needs; they are not always able to give adequate direction to the training program. Commanders are prone to accept suggested training programs developed by training officers without requiring justification for the program and without assuring that all major units of the department are in accord and have endorsed the suggested training program. In this connection, some departments require all subordinate commanders to approve lesson plans by initials thereon. Line and staff officers generally view the training function as the training officer's responsibility and tend to rely on his judgments to develop the program. Some commanders feel they are unqualified to develop training programs, perhaps based on an aversion to academic theory, books, and teaching. This may in part result from the type of training some commanders received early in their careers, coupled with failure to grow in service. Where commanders have this attitude toward training, the result is indeed unfortunate for their contribution of authority and experience is vital for success of the training program. Training officers may be inclined to take the easy way out and will recommend a curriculum that they or their assistants can handle; they submit only a broad outline for approval by the administration, and bravely start the program as they decide, largely on an ad hoc basis of expediency rather than careful planning and organization.

The training program needs the support of the entire command and supervisory staff in every department. Commanders should be fully aware of both the types of training being offered and of the content of the training, and should assist the training function by making available persons who have superior knowledge and abilities in specialized areas. Commanders should visit classes and evaluate instructional efficiency. The training staff can aid in preparation of lesson plans and suggest audio-visual materials but the instructor is the most important factor in effective training. It has been noticed that specialists from the field are not used as instructors in training programs as much as would appear to be desirable for two reasons: (1) some commanders are of the opinion that they cannot spare the officer's time from the field; and, (2) training officers find it administratively difficult to schedule instruction using field personnel for the instructional staff; it is easier to develop a permanent instructional staff to teach most subjects. This results at times in an instructor being assigned subjects that could be better taught by specialized field personnel; it is difficult for an instructor to keep himself current with changes and developments in a number of unrelated subjects. However, there are many subjects than can and should be handled by the permanent instructional staff. The training officer has a difficult problem in establishing the proper balance between training staff and field personnel to be used in a well-balanced training program. The dilemma we face here is that the permanent instruction staff is likely to be superior in the techniques of instruction and somewhat deficient in current field experience while the reverse is true of field personnel. Training is obviously best when given by instructors who are superior in both areas.

F. PERFORMANCE RATING AS AN INDICATOR OF TRAINING NEEDS

Performance ratings are not always valid in determining the efficiency and effectiveness of individual performance. Human factors of personality variance make objective ratings difficult. However, a performance rating system has value in pointing out the training deficiencies of individuals, and it can indicate where group training needs exist.

G. POLICE-COMMUNITY RELATIONS NEEDS

There are many agencies such as courts, prosecuting officials, parole, probation, and social and welfare services with which the police department interacts in the administration of criminal justice. These agencies are important to the accomplishment of the police function. If the interaction between the police and these agencies is to be mutually successful, police officers must be familiarized with the functions and responsibilities of the various agencies both in recruit training and by continuous in-service instruction. The police can conduct instruction for school personnel, for example, to explain police functions and responsibilities, and create a more favorable police image among teachers and school administrators. This has been tried with much success in New York City. Police initiative in police-community relations is greatly needed, in the opinion of many responsible persons.

H. OTHER METHODS OF DETERMINING TRAINING NEEDS

Staff conferences, suggestion systems, surveys, Grand Jury reports, special investigations, and staff questionnaires may reveal training needs. Deputy Chief Thomas Reddin has offered this explanation of a successful training procedure in the Los Angeles Police Department: Material prepared for training, particularly for in-service training, should be geared to the apperceptive base of the group. The apperceptive base is the total knowledge and experience possessed by each learner at that time. New knowledge must be related to knowledge that already exists. All learning is tieing new knowledge to the old. When preparing training material, one must determine what the apperceptive base of the class is, and build on this information. By a pre-test of fundamentals, the level of readiness of each learner can be ascertained. Gaps in readiness can be filled in, and efficient learning will be possible. Learning proceeds from the known to the unknown, from the concrete to the abstract, and from the simple to the complex. Training material that is too basic, repetitious, or already understood in every detail will bore the learner and waste training time and effort. Also, if subject matter is presented before the learner is ready, or at too high a level or too complicated, confusion will result and learning efficiency will decrease. The learner should be on a platform of readiness to receive instruction, mentally, physically and emotionally. Rapport is required between the instructor and his class; the class must accept the instructor and want to work with him.

An interesting procedure to use in identifying problem areas is the Crawford Slip Technique as described in p. 118 of John P. Kenney and Dan G. Pursuit: Police Work with Juveniles. Patrolmen are questioned concerning training needs during an interview conducted on a group basis (a group is used because cross-fertilization of ideas develops in the group situation). The interviewer asks the group to write on separate slips of paper the subject matter areas which each thinks need attention in his department. Each is asked, first, to identify areas which he thinks need attention. He is then asked to concentrate in terms of "how to do" areas, or, "an officer should know something" areas. Only one subject heading is to be put on each slip of paper. When each officer being interviewed has fully answered these questions, he is asked "Now what do you think your fellow officers, your partners, need training in?" It is strange to find out that their partners usually need a great deal more training than they do, and they can then think of other areas where there are training needs. A question might be asked, for example, "Considering all the partners you have worked with, what are some subjects on which you think they need training?"

After the patrolman level has been interviewed and the material correlated, the first and second levels of supervision should be interviewed using the same technique - again preferably in a group, perhaps at a supervisors' meeting or at a supervisors' training school. Here the supervisors are asked to identify the training needs of their subordinates. It was found that supervisors were mutually stimulated by the group setting.

A modification of the Crawford Slip Technique to identify training needs is to use 5x8 cards in which a suggester within the department lists a topic, and then "teaches" the training officer relative to the nature of the need. The training officer incorporates steps to meet the need into his instructional plans.

In surveying the command and executive personnel, individual interviews are recommended for a number of reasons.

It is desirable to use colored slips for the different ranks. This enables one to ascertain readily which level in the organization has identified a major training need. A number of valuable subject matter areas, and much useful information about general administration can be derived from this procedure.

After all levels in the organization have been interviewed, the training officer sorts the slips, by categories of "how-to" and "an officer should know." He then sorts the slips into categories under specific topics such as crimes, arrests, or records. When the slips have been sorted into the various main areas, smaller groups dealing with specific subject matter can be identified. If properly done, the Crawford Slip Technique will determine the major training needs of the department. The value of the procedure lies in the breadth and depth of interview contact at all departmental levels, and in the identification of existing training deficiencies without embarrassment or inhibition on the part of the identifier

IV. CURRICULUM DEVELOPMENT

When the department's training needs have been identified by the above or other methods, the next step is to develop a curriculum covering these needs. Development of an effective curriculum (with courses of study syllabi-outlines-for each subject area) requires that each step in the process be thoroughly understood by the person responsible for it. A valid and teachable curriculum must provide directions covering objectives, subject matter, teaching methods, learning materials, training aids, and for evaluation of learning progress. Effective instruction requires attention to the psychology of learning, to the readiness of the learner, and to motivational devices. Heavy use of multi-sensory three-dimensional aids to learning is recommended. If those conducting instruction hurry into the classroom, pick-up a lecture outline on their way and plunge headlong into a lecture, effective instruction will be impossible. Careful preparation on the part of the lecturer is equally as important to the success of a training program as is the development of the curriculum and course of study syllabi. The sequence of courses and their inter-relationship is a major consideration in the development of any training program. Training must be presented in a logical and progressive order if the program is to be effective and meaningful to the participants. Frequent check-ups to determine effectiveness of instruction and a final on-the-job appraisal under close supervision are recommended before recruits are given probationary status as functioning police

officers. The course of study for each subject should be adapted to the group to be taught. Usually courses of study are prepared primarily for recruits, but training officers and administrators should adapt basic courses of study to other levels of police training, such as inservice, supervisory and command programs. The basic objectives of each instructional level must be kept constantly in focus when courses of study are revised; revisions not less frequently than annually are recommended in order to keep instruction up-to-date and should cover materials, methods and subject matter, and the tests for ascertaining learning progress.

In implementing the above curriculum, an inventory should be made of available resources within the department - both human and physical. What instructional talent, classrooms, audio-visual equipment and supplies are on hand or can be borrowed? In addition, community and regional area resources to support the training should be surveyed: vocational and technical schools and institutions of higher learning, industries and businesses, social welfare agencies, professional and scientific societies, mental health associations, philantrophic or charitable organizations, and service clubs. Instructors also are available from the FBI, Treasury Department, Federal Narcotics Bureau, and local government departments such as public health.

From the above inventory, a file record and a plan to use these resources must be evolved. This will require selling the reason for the "police need" of the particular resource, and an attempt should be made to show the areas of mutual benefit between the police and the resource. Public relations in the form of news releases will help secure this cooperation initially and keep it coming later. Publicize incidents where training gained in cooperation with community resources has perhaps saved a child's life.

Recruit training is the level of instruction to introduce the recruit to the field of law enforcement. Training material must provide the recruit with the basic understanding of police problems, practices, and the methods of operation. This initial training task requires presenting many subjects of widely diversified content in a relatively short span of time. Ideally, a police academy, operated by a single jurisdiction or several combined, is the preferred means to give this basic indoctrination. On-the-job coaching as a follow-up is recommended. Columbus, Ohio,requires 40 days of such post-academy training under close supervision. A juvenile specialist, for example, will act as a coach for the juvenile aspects of duty as a patrolman. These coaches should be indoctrinated by the training officer to avoid improper training.

Inservice training is multipurpose in that it provides the department with a means to accomplish many specific ends. This level of training is largely a refresher for experienced officers on previously learned skills and procedures. It is also directed toward correcting deficiencies within the department or on the part of an individual; it enables veteran officers to learn new skills and techniques; in addition, it is a means of informing all personnel of changes in departmental policies and procedures.

Supervisory training: In addition to the responsibility of leading and directing subordinates through on-the-job training, the supervisor must be informed concerning progress in police procedures, for example, relative to juvenile cases. He should possess up-to-date knowledge in the areas of human relations and social sciences, and be sensitive of the relations of his department with the juvenile community. Advanced training for supervisors should be expected to improve the quality of performance by subordinates. University classes in these academic disciplines are recommended. Many progressive police officers are taking such courses during off-duty hours; partial or total reimbursement for tuition and books is provided by many departments.

Command training: At the command level, inservice training is to be directed toward improving the ability of the department to solve current or anticipated problems; for example, in prevention, handling, and follow-up in cases involving juveniles, race relations, assignment of personnel, and development and promulgation of policies.

Through staff meetings and command conferences such topics as human relations, police-community relations, delinquency and addiction, together with departmental objectives may be discussed. The overall performance of personnel assigned specifically to juvenile work and of personnel contacting juveniles in the course of other duty assignments may be assessed and evaluated. Every effort should be made to involve command personnel in the training function.

V. SUGGESTED CURRICULUM FOR POLICE TRAINING IN JUVENILE MATTERS

Simply stated, this curriculum guide is intended to help police training officers individualize their courses of study on the fundamentals of theory and practice relative to juvenile delinquency. Police procedures which aim to reduce the social and economic costs of such delinquency are teachable and urgently needed. The ultimate objectives will be to: (1) prevent delinquency; (2) cope with it when it appears; (3) minimize its untoward effects; and (4) inhibit the evolution of adult criminals in future years.

This suggested curriculum guide should be modified by training officers to meet local requirements. In no sense is it offered as a prescribed program. Its objectives are to furnish police training officers with suggestions they can use in both recruit and in-service training relative to juveniles to provide:

1) Valid knowledge, both general and specific, regarding the legislative, executive and judicial processes, the incidence of crime, the functions of enforcement agencies, and measures recommended for the prevention, identification, and treatment of juvenile delinquency.

2) Familiarity with the laws, statutes and codes as they pertain to delinquency and the handling of juveniles in local jurisdictions.

3) Orientation to the social forces and institutions which influence delinquent behavior and of those agencies which contribute to the prevention, reformation and rehabilitation of the juvenile offender.

4) Training in modern police procedures and methods to the end that law enforcement personnel are informed, capable and qualified adequately to perform the police functions required by society in compliance with local police policies and juvenile laws.

CURRICULUM OUTLINE FOR POLICE TRAINING IN JUVENILE MATTERS

I. ORIENTATION AND DEFINITIONS

A. Purpose and Objectives of Course

1. Philosophy of police-juvenile relations
2. Overview of the course

B. Definitions

1. Juvenile
2. Delinquency
3. Dependency
4. Neglect and abandonment

C. The Extent of Delinquency

1. National
2. State
3. Local
4. Trends (national, state and local)
5. Most common offenses

D. Society's Program for Delinquency Control

1. Police powers in prevention, repression, and discretionary decisions
2. Investigation and interview
3. Apprehension and retention (both short and long-term)
4. Disposition and referral to extra-legal agencies
5. Therapeutic treatment by social institutions such as mental hygiene and child guidance clinics
6. Follow-up until rehabilitation can be reasonably presumed to have taken place.

E. The Role of the Police Officer

1. Patrol officer
2. Juvenile specialist
3. Policewoman
4. Detective
5. Command and supervisory officer

II. POLICE-JUVENILE ATTITUDES AND RELATIONSHIPS

A. Introduction to the Behavioral Sciences

1. Basic biology (human growth and development)
2. Basic psychology
3. Basic sociology
4. Basic anthropology

B. Delinquency Theories

1. Hereditary over-emphasis
2. Environmental over-emphasis
3. Multiple causation
4. Psuedo-scientific theories
5. Single factor theories
6. Deprived and segregated social environment (the inner city ghetto)
7. Delinquency stemming from emotional problems of children with acting-out behavior disorders: hostile feelings expressed in anti-social acts such as running away, stealing, lying, school-truancy, fire-setting, use of alcohol and drugs, sexual delinquency, destructiveness, vandalism and cruelty.

C. Individual Responsibility

1. Mutual respect (officer-juvenile)
2. Understanding
   a. Problems of modern youth in an affluent society
   b. Stress and dyscontrol in modern society (family, school, socio-economic strata, peer group)
   c. Goals, legitimate and illegitimate
   d. Need for group acceptance, and "to belong"
3. Need to treat everyone as an individual worthy of respect
4. Normal juvenile behavior (define)
5. Abnormal juvenile behavior (define)

D. Cooperation with Social and Governmental Organizations

1. Community social service groups
2. School and school auxiliary services
3. Probation
4. Parole
5. Church
6. Public welfare

III. JUVENILE COURT

A. Philosophy and History

1. Development of Juvenile or Children's Courts
   a. Early history
   b. Present systems
   c. Defects and merits
2. State enabling legislation
3. Punishment vs. rehabilitation concepts

B. Jurisdiction and Powers

1. Original jurisdiction
   a. Delinquency cases
   b. Dependency cases
   c. Neglect cases
   d. Crimes against juveniles
   e. Transfer to Criminal Court
2. Retention and commitments, including emergency shelter placement
3. Court enforced financial support for children
4. The judge and effect of his policies

C. Procedures

1. Informal procedures with parents under police department auspices
2. Detention Hearings (right to counsel and to have parents present)
3. Court hearings (formal and informal)
4. Dispositions and rehabilitation follow-up

IV. LAWS RELATING TO JUVENILE OFFENSES

A. Jurisdictional Levels

1. Federal
2. State
3. County
4. Local municipalities and jurisdictions

B. Crimes and Delinquencies by Juveniles

Note: It is suggested that this section may be discussed concurrently with adult crimes; however, legal delimitations between the adult criminal code and juvenile code must be specifically identified and defined. This would include careful coverage of the following:

1. Against the person
   - a. Robbery
   - b. Rape
   - c. Assault
   - d. Minor infractions (Hooliganism and Rowdyism)

2. Against property
   - a. Theft
   - b. Burglary
   - c. Auto theft and "joy-riding"
   - d. Arson
   - e. Malicious mischief and vandalism
   - f. Shoplifting
   - g. Misdemeanors

3. Other offenses
   - a. Liquor, narcotics, pills and glue
   - b. Curfew, loitering and civil disobedience
   - c. Traffic offenses
   - d. Sex crimes
     - 1) Juvenile victim
     - 2) Juvenile principal
   - e. Cruelty

C. Regulatory

1. Absconders
2. Runaways
3. Truancy
4. Tobacco and marihuana
5. Incorrigibility
6. Others

D. Special Provisions with Juveniles

1. Apprehension (where a duty and a necessity) vs. citation or field report
2. Use of force (where non-use is not feasible)
3. Procedural treatment in handling of juveniles
   a. Emphasis on greater use of discretion and level of its application (beginning with patrolman)
   b. Transportation and detention methods and limitations
4. Definition of responsibility (SOP)
   a. Line officers, including detectives
   b. Juvenile unit officer

E. Non-delinquency

1. Child neglect
   a. Failure to provide necessities
      1) Food
      2) Clothing
      3) Medical attention
      4) Education
   b. Lack of supervision

2. Parental abuse
   a. Cruel and/or unusual punishments

3. Exposure to immoral conditions
   a. Intoxication
   b. Sexual abuses - incest, homosexuality, perversions
   c. Gambling, bawdy houses, criminal environment
   d. Narcotics and drugs

4. Abandonment

V. LEGAL LIMITATIONS AND PROVISIONS

A. Laws of Arrest

1. Arrest vs. detention
2. Degree of force
3. Authority in adult-juvenile combined offense

B. Rights and Liabilities of Juveniles

1. Against self-incrimination
2. To obtain legal advice or aid
3. Parental notification
4. Prompt referral to juvenile court
5. Degree of proof necessary
   a. Beyond a reasonable doubt
   b. Preponderance of evidence

C. Searches and Seizures

1. For weapons
2. For evidence
3. Females

D. Police Officer's Personal Safety

1. Proper arrest techniques
2. Call for assistance

VI. DEPARTMENTAL PROCEDURES AND METHODS

A. Patrol Activities and Problems

1. Crime deterrence - opportunity and desire
2. Areas of high incidence
3. Hours of high incidence
4. Juvenile gang activity
5. Schools, playgrounds, parks and others

B. Special Juvenile Unit

1. Authority, mission and responsibility
2. Operations
   a. Policy guidelines
   b. Functions
   c. Duties
3. Community coordination

C. Investigative Responsibility

1. Patrol vs. specialists; duties of each. Whether and when to wear uniform and to use unmarked cars in juvenile work.
2. Identification of offenders
3. Apprehension of offenders
   a. Booking
   b. Time, location
   c. Home, school (special provisions for interview and apprehension)
   d. School notification following booking

D. Interrogation Techniques

1. Importance of initial contact; evaluation of seriousness of offense; decision to release or take into custody, booking
2. Methods (including right to search)
   a. Consideration of child's suggestibility proneness; pressures on child to conform to peer group.
   b. Need for understanding and accepting attitude; no threats, or use of force on part of officer unless unavoidable.
   c. Provisions of laws relative to validity of confessions; time limitations for confessions.
3. Time
4. Location (special provisions in school premises)
5. Limitations (observers, principals, parents, counsel)
6. Males - females
7. Mentally ill persons (irrational/violent)

E. Release or Detention

1. Rationale of juvenile detention
2. Field contact (release)
   a. Oral disposition (handled by complainant and parent of offender)
   b. Written report required in all cases
3. Detention procedures
   a. Male from female
   b. Felon from misdemeanant
   c. Delinquent from dependent
   d. By age
   e. Health and medical treatment
   f. Safety
   g. Aesthetic considerations (not to be in jail setting)

4. Notification of parent or guardian, and to school authorities required
   a. Legal aspects
   b. Time limitations
   c. When unavailable - must be reached as soon as possible

F. Non-court Dispositions

1. Release to parents
   a. Parents responsible and capable
   b. Parents not capable or motivated to provide proper home supervision or environment
2. Non-governmental agencies
3. Police and semi-official probation
4. High school courts
5. Other municipal or governmental referral agencies (e.g., welfare)

VII. JUVENILE RECORDS AND STATISTICS

A. Departmental Reports

1. Forms used (function and purpose)
2. Formal reports
3. Informal reports
4. Routing of reports
5. Juvenile crime investigations
   a. Necessity for completeness, accuracy, and with orderly arrangement
   b. Social background content - important to include for judge and probation officers
   c. All police reports to be strictly confidential, and available only to authorized persons with a "need to know."

B. Disposition and Maintenance of Records

1. Permanency of records - files to be "weeded" - out-dated and unnecessary material to be destroyed
2. Security "SOP"

C. Fingerprinting and Photographing

1. Legal aspects
2. Local policy

D. Records Analysis and Research

1. Future trends anticipated
2. Family delinquency prediction
3. Spot, residence and occurrence maps

VIII. VISUAL AIDS AND FIELD TRIP TO JUVENILE COURT

A. Recruit Training

B. In-service Training

C. List of Recommended Films, Film Strips and Recordings

IX. TRAINING TOPICS AFFECTING JUVENILES

Exclusive of those courses specifically dealing with juveniles are many other subjects which touch upon or are in some way related to youth. For example, criminal law (exclusive of laws pertaining directly to juveniles) may contain provisions which change if juveniles are involved either as victims, accused, or as suspects.

The following is a list of subject matter material usually contained in recruit training programs which have some relationship to youth or juvenile procedures:

Criminal Law
Narcotic and Alcohol Addiction
Vice Control
Laws of Arrest, Search and Seizure, and Detention
Patrol Procedures
Interrogation Techniques
Firearms
Citation Writing
Traffic Enforcement
Traffic Accident Investigation
Offenses by Intoxicated Persons and/or Drinking Drivers
Mental Illness
Liquor and Narcotic Law Violations
Sexual Deviations and Offenses
Public Relations

(The training officer is responsible for insuring that all lesson plans are complete and cover only valid and up-to-date subject matter in training relative to juveniles. The special provisions of legal codes and unusual police procedures relative to minors must be carefully canvassed in recruit school, and periodically reviewed during in-service training courses.)

I. CURRICULUM SUGGESTIONS FROM WORKSHOPS

A. Curriculum Suggested by Committee at Workshop at Indiana University

At a workshop held at Indiana University, the Curriculum Committee presented the following suggestions for training in juvenile matters at the levels indicated. Adaptation of these subjects should be made for local use. They may be expanded by filling in details as indicated in the foregoing development.

SUGGESTED RECRUIT TRAINING IN JUVENILE MATTERS

I. GENERAL PURPOSE AND ORIENTATION

A. Juvenile Offenders (Criminal and Non-criminal)

B. Juvenile Delinquency (Definition; scope of problem)

C. Basic Police Policies

1 to 2 hrs.

II. FUNCTIONS OF THE JUVENILE UNIT

A. Interview techniques (juveniles and parents)

B. Preventive patrol techniques

C. Records (maintenance)

D. Detention

E. Emergency placement

F. Referral agencies

G. Release to parents

H. Police and techniques of juvenile arrests

I. Booking and detaining juveniles

J. Relationship of Juvenile Unit to other units in the department

2 to 4 hrs.

III. JUVENILE COURT - ITS PURPOSE, FUNCTIONS AND OPERATION

A. Jurisdiction and functions

B. Commitments

1. Transfer to Criminal Court

C. Neglected children

D. Dependent children

E. Truants, incorrigibles, and runaways

F. Right to counsel

G. The rehabilitation program

1 hr.

IV. LEGAL ASPECTS OF DELINQUENCY CONTROL

A. The law as it affects juveniles

1. Arrest
2. Detention
3. Interrogation
4. Searching

B. Responsibility of the police

1. Prevention of crime

2. Protection of life and property

3. Protection of juveniles

1 hr.

V. RESPONSIBILITY OF LINE OFFICERS

A. First contact with juveniles

1. Evaluation of seriousness of offense

2. Decision to release or take into custody

B. Conducting proper on-spot interview

1. Getting the essential information

2. Making report to Juvenile Unit

3. Field interrogation forms

2 to 3 hrs.

VI. SPECIFIC LAWS AFFECTING JUVENILES

A. Criminal

B. Curfew law or ordinance

C. Truancy laws

D. Detention - court action

E. Liquor laws

F. Traffic laws

1. Driver's license

2. Bicycle ordinance, etc.

1 to 2 hrs.

VII. BEHAVIORAL SCIENCE BACKGROUND

A. Basic psychology with emphasis on child and adolescent psychology

B. Basic sociology with emphasis on cultural factors and group processes

Hrs. as time permits

VIII. TREATMENT OF JUVENILE DELINQUENT PROBLEM

A. Responsibility of entire department

B. Proper public relations

C. Cooperation with other agencies

1. Social worker, churches, schools, etc.

1/2 to 1 hr.

IX. COMPLAINT DESK

A. Cases handled without police action

1. Minor cases - (Handled by complainant and parents of offender - desirable disposition)

15 mins.

X. VISUAL AIDS

A. Movie, slides, etc. as appropriate and available

B. Tours such as Juvenile Court, Juvenile Home or Training School, etc.

SUGGESTED IN-SERVICE TRAINING IN JUVENILE MATTERS

80 hour training period - 5% or 4 hours assigned to juvenile training. This is mostly a refresher course for which subjects should be chosen to meet demonstrated needs.

I. THE JUVENILE LAW

A. Review of Juvenile Code

B. Court procedure

II. FUNCTIONS OF THE JUVENILE UNIT
(command officer should present this)

A. Proceedings and techniques

B. Complaint and missing juveniles

C. Conditioning factors in delinquency

D. Responsibilities of officers other than specialists

III. SOCIAL ASPECTS OF DELINQUENCY

A. Psychological and/or sociological aspects - (a specific problem; not a general overview) (Invite lecturer from local university)

or B. Pertinent matter on delinquency preventive control (if possible)

IV. DEPARTMENT POLICIES AND PROCEDURES
(General review)

A. Routing process

B. Detention

C. Policewoman's role

D. Cooperation with other agencies

1. Probation department

2. Social worker

3. Churches

4. School counselor, etc.

V. SPECIAL PROBLEMS SUCH AS ALCOHOL AND NARCOTICS

A. Methods of receiving

1. How they are peddled

2. How they become available

3. Factors leading to addiction

4. Relating of narcotics to delinquency treatment

B. Action to take

C. Departmental policy

VI. YOUTH GANGS

A. Survey of local conditions

B. Records on gangs

C. Action to take

SUGGESTED SUPERVISORY TRAINING IN JUVENILE MATTERS

I. FUTURE NEEDS OF JUVENILE BUREAU

- A. Organizational evaluation of present operation
- B. Projections re population trends

II. PUBLIC RELATIONS

- A. Is the department assuming its share of the responsibility?
- B. Are press, radio, and television mediums favorable?

III. SUPERVISION

- A. Juvenile program and plan of action producing desired result.
- B. Are the policies and procedures, relative to juveniles, being properly executed?
- C. Is there full and complete coordination with other functions and units within the department?

IV. RECORDS AND STATISTICS

- A. Detailed analysis and evaluation of the present program and plan of action.
  1. Make problem area check for any possible shift in manpower
  2. Make complete evaluation and assessment of present operation
  3. Check on field performance - What is being accomplished. Is there an incentive system? Is there a measure of productivity?

V. ADMINISTRATIVE CHECKS

- A. Is the juvenile squad properly placed in the organizational structure?
- B. Make study and possible revision of written policy and procedures.
- C. Is authority properly delegated? Is the chain of command properly adhered to? Is direction and control of Juvenile Unit satisfactory?

D. Are there check points to prevent overlapping and duplication?

E. Are the field supervisors providing the necessary link in the chain of operation?

B. The participants at the workshop at California State Polytechnic College recommended the following subjects for inclusion in the recruit training course. Their feelings concerning in-service and supervisory training were that similar material at a more advanced level and selected according to need should be included in those training courses.

SAMPLE CURRICULUM FOR RECRUIT TRAINING

I. JUVENILE COURT PROCEDURE

A. The referral

1. How it should be made

2. Purpose

B. Detention hearings

1. Purpose of hearing

2. How it is effected

C. Juvenile court hearing

1. Hearing procedure

2. Police role at a hearing

D. Juvenile Court dispositions

1. Release to parents; adjusted unofficially

2. Placed on probation with parents

3. Foster care placement of child

4. Institutional placement of child

5. Detention in custody

II. CUSTODY AND TRANSPORTATION OF JUVENILES

A. Method of transportation

1. For male children

2. For female children

B. Use of detention facilities

1. Where they are located

2. Security precautions to be taken

3. Welfare of the child under these conditions

4. Booking or detention procedures

III. JUVENILE LAW

A. Legal basis for juvenile procedures

1. Common law origin (Parens Patriae)

B. Legal definitions

1. Delinquent child

2. Dependent child

3. Others as needed

C. The application of the law

1. When to make a court referral and when not to

2. When to take a child into physical custody

3. When to notify parents and school

4. Legal rights of children

IV. JUVENILE ARREST TECHNIQUES

A. How to effect arrest

1. Criminal offenses

2. Traffic violations

B. Arrest problems

1. Search and seizure of juveniles

2. Amount of force to be used

3. Use of handcuffs, etc.

V. JUVENILE INTERROGATION TECHNIQUES

A. Approach

1. Friendly and informal

B. Type of surroundings

C. Confessions and statements

1. Role of parents when statement is taken

2. Written and oral statements and their content

VI. POLICE - JUVENILE COURT RELATIONS

A. Inter-agency cooperation

1. Police role as it pertains to the court

2. What the police can expect from the court

B. The maintenance of police-juvenile court liaison

1. To effect prompt notification of the court

a) On juveniles taken into custody

b) And prompt referrals

2. Proper notice of juvenile court dispositions to police

VII. PUBLIC RELATIONS WITH JUVENILES

A. Treatment of juveniles not in custody

1. Within his own peer group

2. As an individual

B. Juvenile behavior patterns

1. Normal

2. Abnormal

VIII. JUVENILE CRIMES

A. Types of crime that frequently involve juveniles

1. Sex crimes

2. Narcotic violations

3. Alcoholic beverage violations

4. Civil and domestic disturbances

5. "Part I" violations

IX. JUVENILE RECORDS AND IDENTIFICATION

A. Methods of recording juvenile data

1. Formal reporting vs. informal reporting

B. Disposition of records

1. When a permanent record is to be maintained

2. When these records should be destroyed

C. Fingerprinting of juveniles

1. How to obtain juvenile fingerprints

2. Disposition of fingerprint cards after use

X. POLICE-COMMUNITY SERVICE RELATIONS

A. Define and recognize all community service resources

1. Show their function within the community

2. Show how they can assist the police with juveniles

3. Define the procedures to be used with each agency

4. What results can the police expect from each agency

XI. JUVENILE PATROL TECHNIQUES

A. Where juveniles are likely to be found

1. Juvenile hangouts

2. Gangs and their type discussed

B. Preventive techniques to be used

1. Field interrogation reports

2. Observation of juveniles

C. When plainclothes officers should be called to assist

D. How to spot runaways, absconders, etc.

1. Likely places runaways would be found

XII. ABNORMAL BEHAVIOR PATTERNS AND DELINQUENCY

A. Aggression

1. Displayed hostility

B. Withdrawal

1. Introverted behavior

C. Substitution

D. By-passing

E. Compensation

F. Adolescent Development

G. How to deal with each as applies to juveniles

XIII. CAUSATION OF DELINQUENCY

A. Environmental aspects

1. Family influence

2. Peer group influence

3. School influence

4. Religious group influence

B. Hereditary aspects

1. Mental factors

2. Nerve functions and development

3. Physiological development and maturation

C. Single- and Multiple-Factor Theories

ST. LOUIS, MO., TRAINING PROGRAM

In answer to an inquiry which we made to about sixty police departments, Mr. Victor G. Strecher, Director of the St. Louis, Missouri, Police Academy wrote a letter which is quoted in part below. In his comments you will find evidence of excellent professional attention to police training problems. The catalogue of courses which follows the quotation from Mr. Strecher's letter represents only the broad areas of the entire program. For each catalogue number, there is a detailed breakdown by topic. Since they are rather lengthy only one of them is shown. This is the breakdown identified as No. 101 on Patrol. Juvenile matters are discussed at pertinent places throughout the curriculum, including four hours specially devoted to operation of the juvenile unit itself. Finally, the make-up of the Police Training Advisory Committee is shown. Mr. Strecher's letter is dated May 25, 1965.

Letter from Mr. Strecher: "On May 10, 1965, a completely revised recruit training program was inaugurated, after more than one year of development work. Prior to approval this program was submitted to the attention of our Training Advisory Committee (see enclosed description), to the Superintendent of the St. Louis Public School System and his professional assistant, and to Colonel David McCandless, Director of the Southern Police Institute, for their judgments in areas of special competence.

"In this new program we have converted to a careful, sequential feed of training matter into a job training system. Much material previously categorized under titles such as law, investigation, report writing, has now been subsumed in our core curriculum, which relates to the handling of specific enforcement incidents. Supportive skill and general knowledge training are arranged on the basis of need and readiness in conjunction with the core curriculum. Thus by the time a recruit officer is exposed to the handling of a peace disturbance, he has already received general training in the fields of radio communications, city geography, basic law, and the skill areas of personal defense, safe handling of firearms, first aid, etc., so that he is able to assimilate a 3-hour peace disturbance program which includes all ordinances and statutes pertaining to peace disturbances, the original radio dispatch or on-view techniques, approaching the scene, seeking out and obtaining information at the scene, controlling the situation properly, making arrests, seizing evidence, transporting, interrogating and booking prisoners, preparing reports, applying for information and warrant, and testifying in court.

"Other aspects of the new program include a regulated field training program beginning in the seventh week for one day each week and changing to two days each week for the last four weeks of the program. Assignments in this field training are related to the classroom work and made part of the total sequence of job training. Several hours of field training evaluation immediately follow the day on the street, upon return to the Academy.

"An innovation of the program more in your area of interest is the very short introduction to human behavior offered the recruits. This includes some basic material on the physical organism, early socialization as found in dominant cultures and subcultures, the concept of culture and continuity through generations, a quick look at the relationships of cultural values, social structure, institution, economy, technology, and the physical world (especially the placement of law enforcement and the police department itself in this last framework). Finally, I spend as much time as possible on socially deviant behavior, concentrating on origins, development, and the implications of discovery, referral, institutionalization and recidivism. The recruits are referred to specific writings in the field including the latest thing I have been able to find, Berelson and Steiner's book, Human Behavior, * which has some useful material in it.

"Getting away from the revised recruit program, you will find enclosed a number of documents which refer to programs developed within the Academy during 1964; these include training courses, publications and new techniques such as UNITRAIN. These are offered in response to your question about innovations; however, a one year sample is not likely to measure what is happening here. Each year we attempt to develop several training programs in one area of specialization, such as homicide investigation or juvenile work.

"For instance the year before last our In-service program included a presentation by the administrator of the juvenile court, followed by a presentation by the commander of our Juvenile Division, then followed by joint panel discussion to resolve matters of common interest. That same year the police department co-sponsored with the Metropolitan Youth Commission and Southern Illinois University a delinquency seminar specifically aimed at police officers not assigned to juvenile units, attended by officers from many police departments in the metropolitan area. The 1964 In-service training program also included a juvenile division presentation on current procedures.

"As you probably hear all the time, there is strong competition for training time and for manpower among various police functions, and many astute observers believe that the juvenile function is generally shortchanged. The evidence is persuasive that there is every reason to allocate more resources in this direction; however, consideration of the whole matter nearly always wanders into areas beyond the training responsibility: the backgrounds of administrators who make decisions, the authority of training officers to determine or advocate program content, traditionalism, access to and willingness to consider valid research findings, etc., etc., etc. I think Bill Brown's statement of this whole matter in the May issue of the Police Chief is the best that I have seen."

* Berelson, Bernard and Steiner, Gary A., Human Behavior: An Inventory of Scientific Findings, Harcourt, Brace and World, Inc., New York, 1964

Membership of Training Advisory Committee

Director of Police Academy, Chairman
Assistant Chief of Police
Commander, Bureau of Field Operations
Chief of Detectives
Inspector of Police
Commander, Bureau of Services
Director, Police-community Relations
Director, Public Information
Director, Personnel Division
Director, Computer Center
Director, Planning and Research
Administrative Assistant to Chief of Police
Executive Officer, Police Academy
Assistant Director, Police Academy
Administrative Officer, Police Academy
Staff Representative, Governmental Research Institute

This committee met for the first time as the In-service Training Advisory Committee for the purpose of structuring the in-service training program for police. It developed some excellent innovations such as a stratified class make-up, special case studies, etc. The committee later expanded its activities to consider revising the Recruit Training curriculum. They did so, extensively modifying both form and content. The Training Director has indicated that this committee has materially assisted the Police Academy in becoming more responsive to needs of the line units of the department. It should be noted that there are other persons who would be able to make significant contributions in this field. For example, the Administrative Assistant for Curriculum to the Superintendent of Schools would be one such person.

METROPOLITAN POLICE DEPARTMENT - CITY OF ST. LOUIS

St. Louis Police Academy
Recruit Training Program
Linear Program

CATALOG OF COURSES

			Est. Hrs.
100	Core Curriculum (Police Work)		
	101	Patrol	23.5
	102	Traffic Control and Enforcement	23.0
	103	Crime by Type	32.0
	103A	St. Louis Police Department Units Assisting in Training	10.0
	104	Procedures by Type	18.0
200	Police Skills		
	201	Police Armaments	57.0
	202	Physical Training and Defensive Tactics	54.5
	203	First Aid	15.5
	204	Report Writing (Basic)	5.0
	205	Investigative Techniques	21.0
300	Police Knowledge		
	301	Organization and Administration	22.0
	302	History, Tradition and Discipline	8.0
	303	Law	39.5
	304	Community Relations	15.5
	305	Cooperating Agencies	15.0
400	Administrative Processes - Police Academy		
	401	Administrative Processing	17.0
	402	Testing	47.5
	403	Case Studies and Practical Problems	23.5
		Time Not Committed (Intended for course expansion and adjustments with the estimated time for present lectures.)	16.0
		TOTAL EST. HRS.	463.5

METROPOLITAN POLICE DEPARTMENT - CITY OF ST. LOUIS

St. Louis Police Academy
Recruit Training Program
Linear Program

CATALOG OF COURSES

101 - Patrol

Introduction to Patrolman's Job	(1 hour)
Business Check and Open Door Procedure	(2 hours)
Vacant Property and Burglar Alarms	(1 hour)
Auto and Patrol and Vehicular Security	(2 hours)
Field Interrogation - Non-vehicle	(3 hours)
Field Interrogation - Vehicle Involved	(3 hours)
Unsanitary Conditions	(1 hour)
Emergency and Pursuit Driving	(1 hour)
City Geography	(2 hours)
Operation and Care of Department Vehicles	(1 hour)
Major Incidents	(2 hours)
Unsafe Conditions	(1 hour)
Manual Operation of Communication Equipment	(1-1/2 hour)
Mechanics of Arrest	(1 hour)
Unusual Complaints	(1 hour)

CITY OF COLUMBUS, OHIO
COLUMBUS DIVISION OF POLICE
GEORGE W. SCHOLER, CHIEF

TRAINING ACADEMY

OFFICER-COACH PROCEDURE

All newly appointed patrolmen of the Division of Police shall serve a field training period of not less than 40 working days upon their graduation from the Columbus Police Academy. This field training period is most important, not only to the individual, but to the Columbus Division of Police and to the city as a whole. Although meeting all basic requirements to enter and graduate from the Police Academy, it is still necessary to determine that each man possesses all the qualifications essential to be a successful Columbus Policeman.

The field training phase is intended to give the new officer instruction, direct supervision, guidance, in-service training and experience, so he may develop good judgment, good habits of conduct, appearance and efficiency in the performance of his duties as a Columbus Policeman. It shall serve as an evaluation program of both the recruit officer and the Academy's curriculum. The field service period also serves to aid in determining if the new member has all the requisites to become a confirmed permanent member of the Columbus Division of Police.

1. Responsibility of the Uniform Sergeant after being assigned a new patrolman.

   A. Upon arrival at the substation, the new officer shall be introduced to as many of the personnel as possible, according to their availability.

   B. The sergeant shall see that the new officer is familiar with the basic operation of the substation. This shall be done by the watch-listen-learn method, and not by working assigned duties until the recruit officer is released for regular patrol duties, or unless in the company of his officer-coach.

   C. After the substation indoctrination period with the sergeant, the recruit shall join his previously assigned officer-coach for field training.

2. For the first 20 working days, the recruit shall be assigned to work only with his officer-coach. He will have the same days off duty and the same work schedule as his officer-coach. The recruit is to learn his duties by listening, watching and asking questions on any problem not understood. The recruit will not perform any of the regular duties of a Columbus Policeman during his field training period except under declared <u>emergency</u> conditions.

3. During the second 20-day working period the recruit will perform the actual work, provided his coach feels he is competent, and ready to assume these duties. During this period the coach will observe, evaluate the new officer's performance of his assigned tasks, advise and counsel him.

4. If at the conclusion of the 40-day coaching period, the officer-coach feels the recruit should have additional in-service training, the bureau commander and the subdivision commander shall confer with the officer-coach. If their inquiry reveals that further training is necessary, a new officer-coach shall be assigned for 20 more working days. The second coach shall be instructed in the deficiencies of the recruit and shall make a special effort to correct same. A special narrative report on the progress of the new officer shall be made each week to the bureau commander during this second 20-day coaching period. At the end of this additional time, the second assigned officer-coach shall consult with the bureau commander on the results of the added training. If the bureau commander is satisfied, he shall report the same to the subdivision commander with the recommendation that the recruit be released to the chief of police for regular assignment. The subdivision commander, being satisfied, shall forward the name of the recruit to the chief of police for regular assignment.

5. If at any time during the field service training period, the officer-coach is of the opinion, beyond a reasonable doubt, that the recruit is not developing into a successful patrolman because of a lack of interest, ability, conduct, inefficiency or incompetency, the assigned officer-coach shall file such report with his bureau commander.

   The bureau commander shall personally consult with the subdivision commander, and if he is of the opinion that the listed facts are correct, he shall take immediate action in accordance with departmental rules and regulations, to institute the charges necessary to effect the termination of the new officer's service.

6. The coaches will be credited, in their personnel files, by a written record which will show the man-hours of training time devoted to pupil instruction, along with the pupil's name.

7. There will be no deviation from this procedure of field training for recruit patrolmen, unless authorized by the chief of police, or made necessary by an emergency situation, or unforeseen circumstances.

BY ORDER OF:

GEORGE W. SCHOLER
Chief of Police

1. RESPONSIBILITY OF THE OFFICER-COACH DURING THE FIRST 20 WORKING DAYS OF THE NEW OFFICER IS AS FOLLOWS:

A. When the opportunity presents itself the coach shall see to it that the new patrolman is familiarized with the complete operation of Police Headquarters, including the radio room, records bureau, traffic bureau, jail bureau, detective bureau, juvenile bureau, identification section, etc.

B. He shall explain the procedures of operations, and existing departmental policy on all activity encountered during this period.

C. He shall examine the new officer by asking questions.

D. He shall acquaint the new officer with the entire district area, including the shortest routes to headquarters. He shall make the new officer aware of the location of all hospitals in the area, of potential trouble spots, of areas subject to higher crime incidents, of the physical hazards that exist which would tend to give cover to criminal operations, and any other information which would assist the new patrolman in efficient patrol operation. He shall encourage the new officer to recognize violations of the laws; estimate speeds of vehicles; recognize makes of cars, etc.

E. The officer-coach shall demonstrate by example the fundamentals and proper procedure of operation of police vehicles, and the student shall be required to demonstrate his ability in motor vehicle operation within the first 20 working day period at any time the officer-coach deems it appropriate.

F. The officer-coach shall afford the new officer the fullest opportunity to learn. It should be his aim to start the new officer on the way to becoming the <u>best</u> officer to ever wear the Columbus Policeman's uniform.

G. He must assume the responsibility of giving guidance, direction and explanations of the fundamentals of police work, until he is satisfied the new officer completely understands how and why duties are performed in a certain manner.

H. At the end of the first 20 working day period with the officer-coach, the new officer shall be evaluated by the officer-coach. Evaluation reports will be made in duplicate. Both copies will be forwarded by the coach to his Bureau Commander in a sealed envelope. The evaluation reports must be completed and forwarded within 2 days after the completion of each prescribed rating period. The Bureau Commander will forward such reports to the Administrative Sub-Division Commander after he has had the opportunity to study such reports.

I. The coach shall instruct the new officer that his role is changed from observer to doer, with the officer-coach assuming the role of observer and guiding hand over the next 20 working days. (Approximately) The new officer shall perform all of the regular police patrolman duties, but always in the company of his assigned officer-coach.

OFFICER-COACH'S REPORT AT THE END OF THE FIRST 20 WORKING DAY PERIOD

NAME _____ ASSIGNMENT _____

Graduate of _____ Training Class DATE _____

Specific Points of Observation:

A. Appearance

1. Uniform and leather; fit and cleanliness
2. Personal Hygiene; teeth, nails, hair, smoking habits, shaves, etc.
3. Posture and carriage; in cruiser, in public places, sub-station

COMMENTS:

B. Conduct On and Off Duty

1. Any statements, demonstrations or remarks
2. Try to learn problems
3. Off duty time, how spent

COMMENTS:

C. Interest

1. Does he seek your help or guidance?
2. Does he ask questions?
3. In general, does he appear to be interested in becoming an asset to the organization?

COMMENTS:

D. Fellowship and Association

1. Can he carry on a conversation?
2. Is he pleasant to be in company with?
3. Are there any irritating personal habits?

COMMENTS:

E. Driving Ability

1. From your limited exposure, does there appear to be any great driving deficiencies?
2. Do you feel safe with him at the wheel?

COMMENTS:

F. Reveal at this point any conflict of personalities that should result in change of the assigned coach.

COMMENTS:

G. Summarize at this point the weak and strong points of this officer. Your opinions are to be based only on facts and personal observations.

COMMENTS:

H. I recommend Patrolman _____ be issued all necessary forms and equipment to comply with the second 20 working day phase of officer-coach field training.

_____

OFFICER COACH SIGNATURE DATE

2. RESPONSIBILITY OF THE ASSIGNED OFFICER-COACH FOR THE SECOND 20 WORKING DAYS WILL BE AS FOLLOWS:

A. The new officer shall be observed in all his activity. He shall be assisted, advised and/or corrected when necessary. The new officer shall do all of the work, thus presenting his knowledge and ability to the officer-coach for approval or correction.

B. At the expiration of the 40 working day period, the officer-coach shall again evaluate the new officer. The evaluation and any deficiencies of the new officer shall be noted in the coach's report.

OFFICER-COACH'S REPORT AT THE END OF THE 40 WORKING DAY PERIOD

NAME _____ ASSIGNMENT _____

Graduate of _____ Training Class Date _____

Specific Point of Guidance:

A. Enforcement Contacts

1. Approach to the violator, language, conduct, self control, self assurance. Is he cocky or badge heavy? What is his attitude?
2. Knowledge of motor vehicle traffic code, departmental policy and procedure, judgment in issuing citations, tickets, arrests and warnings.
3. Ability in detecting, pursuing and apprehending violators.
4. Knowledge of the criminal code and proper application of criminal ordinances and statutes. Knowledge of the laws of search and seizure.

COMMENTS:

B. Public Contacts

1. His conduct, language and attitude in restaurants, and other public places. Does he discuss police activity in public?
2. Appearance and manner; Does he slouch, sprawl; is he at ease, ill at ease, or stiff?
3. Does he expect handouts of free coffee, etc.?

COMMENTS:

C. Relations With Official Agencies

1. Court; is he respectful and courteous to the court and its supporting agencies? General composure; is he at ease? Any nervous mannerisms, stumbling speech? Does he display an aggressive attitude in court?
2. Other law enforcement agencies. Does he have a friendly and cooperative attitude with other enforcement officers?

COMMENTS:

D. Accident Investigation

1. Does he have command of the situation at all times?
2. Does he understand and practice recommended procedures?
3. Obtain all necessary information?
4. Base his opinions on factual information?
5. Follow up all cases to a successful completion?

COMMENTS:

E. Report Writing

1. Proper language, grammar and punctuation.
2. Are his reports complete and neat?
3. Does he understand the difference between necessary and unnecessary material?

COMMENTS:

F. Emergency Situations

1. Does he have the ability to make the proper decisions while under pressure?
2. Does he use approved First Aid techniques?
3. Can he recognize and evaluate a true emergency situation?

COMMENTS:

G. Driving Ability

1. Aware of high speed hazards.
2. Proper use of red light and siren.
3. Correct position when parking cruiser during officer-violator contact and accident investigation.
4. Exercise speed control and defensive driving practices.
5. Have concern for his and the violator's safety.

COMMENTS:

H. Written Summary of Evaluation

COMMENTS:

RECOMMENDATIONS

I. I (hereby/cannot) recommend the above named officer to be released to regular assignments.

OFFICER-COACH SIGNATURE DATE

POLICE DEPARTMENT
COUNTY OF NASSAU, NEW YORK
JAMES J. KELLY, COMMISSIONER

JUVENILE DELINQUENCY
ROLE OF THE POLICE

Most juveniles charged with delinquency are apprehended by the police. A few are brought to Family Court (Juvenile Court) by distraught parents or relatives, and some are referred to the court by schools, churches or social agencies. However, most juveniles have their first contact with legal authorities in the person of the police officer.

This is obviously an important meeting and undoubtedly leaves a lasting impression on the child. If he is intimidated and frightened, he is not apt to respond favorably to efforts to help him. On the contrary, he will likely tend to withdraw and resist any efforts on his behalf.

Here then is a real necessity for knowledge and training in juvenile problems. The police officer who apprehends a child must know how to work with that child. He must know how to dispel his fear and put him at ease so that he will be cooperative and responsive.

Police officers act independently in many cases. How to conduct himself with a child is only one phase of the police officer's role.

An important task he performs is to decide whether or not a boy or girl should be brought before Family Court (Juvenile Court). This is a crucial decision. The police officer must act in a way that will give full protection to the community and at the same time be to the benefit of the child as far as possible. If a child has committed a serious offense, the officer will ordinarily take him to Family Court (Juvenile Court) without question. However, if the offense is a minor one, he may decide that the services of the Family Court (Juvenile Court) are not required to meet the child's needs. A police officer must make such decision every time he apprehends a child for delinquent behavior. In making his decision the police officer must be a shrewd judge of character.

RECOMMENDATIONS FOR THE GUIDANCE OF POLICE OFFICERS, DEALING WITH JUVENILE OFFENDERS

DO THIS

1. TREAT THE JUVENILE WITH CONSIDERATION: Remember that what he thinks of you and your conduct may influence his attitude toward other law enforcement officers, as well as the courts and their juvenile officers. Most certainly avoid prejudice as to race, color or creed.

2. BE FRIENDLY: Many juveniles feel that the world is against them. Do not allow your conduct to further the development of an antisocial attitude in the child. Many juveniles are discouraged, believing themselves failures in life. Since you would not expect a partially completed airplane to fly, so you cannot expect an undeveloped child to function as an adult.

3. BE FIRM: Appeal to his intelligence, his reason and sense of fairness.

4. DISCOVER THE CHILD'S PROBLEM WHENEVER POSSIBLE: His problems are as important to him as yours are to you. If you know his problems, you may be able to help BEFORE the child is in trouble.

5. TRY TO GAIN HIS CONFIDENCE AND RESPECT: In attempting to determine the child's guilt or innocence with respect to an overt act, your chances are much better if he believes in you.

6. REMEMBER THAT TODAY'S CHILD IS TOMORROW'S MAN: The child maturing into manhood with an established anti-police attitude because of improper police handling as a juvenile, indicates questionable professional standards, and has helped create a potential adult malefactor.

7. BE POSITIVE IN YOUR ATTITUDE: Emphasize the benefits of conformity with lawful responsibilities, (College entrance, Employment, etc.,) rather than the negative aspects of anti-social behavior, (Arrest, Disgrace, etc.)

DO NOT DO THIS

1. DO NOT RESORT TO VULGARITY, PROFANITY OR OBSCENITY: The use of such language by any police officer is particularly reprehensible with a juvenile since it usually only reveals the inadequacy of the officer concerned, and does little to impress the youngster involved.

2. DO NOT BRAND THE JUVENILE: Epithets such as "thief," "Liar," "punk," etc., do nothing to aid an interrogation of a juvenile, whether in custody or in the presence of parents, relatives or another adult not a member of the police department. Name calling is hardly a stimulant for cooperation.

3. DO NOT LOSE YOUR TEMPER: The pitfalls of this are obvious -- lose your temper, and you surely lose control of any situation.

4. DO NOT USE PHYSICAL FORCE: Rough treatment does not gain respect but tends to develop greater hostility.

5. DO NOT LIE TO GAIN A POINT: Sooner or later the lie may be discovered and you have lost the respect you are trying so hard to gain.

PREVENTION

Knowledge of the community and its youth by the police officer is most important in the area of delinquency prevention.

The police officer should become familiar with community conditions that might endanger the safety of young people. Through regular patrol and supervision of potentially harmful areas such as parks, bus stations, dance halls, skating rinks, motion picture houses, restaurants and taverns, drive-ins, billiard halls, the police officer can help check promiscuous activities and protect young people from demoralizing influences.

A good delinquency prevention program is based upon PATROL, INSPECTION, SUPERVISION AND REPORTING.

AUTHORITY AND FUNCTIONS

Primary among the factors affecting police services for juveniles in any community is the authority the police force has over juveniles and also the functions assumed by the Police Department in this field.

AUTHORITY:

a. Powers given by state and local laws.
b. Judicial interpretation of laws.
c. Limitations provided by law.
d. Attitude of department head.

FUNCTIONS:

a. Control of crime and violations of laws.
b. Enforcement of regulations.
c. Rendering of general assistance.
d. Detection of delinquency-breeding conditions in community.
e. Prevention of crime and delinquency.

SUMMARY

REMEMBER children are not born delinquent. They become so through a number of factors, some beyond their control. The alert police officer can at times control and correct conditions leading to delinquency. Aside from the monetary factors involved in rehabilitation, it behooves every professional police officer to exert his best efforts toward this prevention.

However, there are some children, (far in the minority) who hate and resist any form of authority, be it home, school, or police, and have gone well beyond the misbehaving stage. These children are best handled by the courts, and associated agencies. However, it is the normal youngster drifting into predictable trouble that the police officer must concern himself with for maximum results to benefit both the child and his community.

SAMPLE LESSON PLAN FORMAT

Departmental Heading

<table>
<tr><td>Lesson File Code</td><td colspan="2">LESSON PLAN</td><td>No. of pages</td></tr>
<tr><td rowspan="2">Division:</td><td colspan="2">Course:</td><td>Date and Hours:</td></tr>
<tr><td colspan="2">Instructor:</td><td>Class Location:</td></tr>
<tr><td>Revised (date):
By Whom: _____
Approved: _____</td><td colspan="3">Lesson Title:</td></tr>
<tr><td colspan="4">SCOPE: USE THIS SPACE TO

Delimit and define the subject matter of this lesson and restrict it to the proper time allocation within the overall training mission.</td></tr>
<tr><td colspan="4">OBJECTIVES:

Specific, aimed at a few learning outcomes which will be fully developed. (Identify habits, skills, attitudes, knowledges and appreciations which the lesson aims to achieve.) What changes in behavior are sought?</td></tr>
<tr><td colspan="2">Student References:

1. For this lesson
2. For additional or parallel study</td><td colspan="2">Instructor References: Books and periodicals, to include annual reports, case sources, etc., needed to update material each time used.</td></tr>
<tr><td colspan="2">Instructional Aids:

(Films, film strips, recordings, graphics, mock-ups, models, etc.)</td><td colspan="2">Issue Material:

(Hand-outs)</td></tr>
</table>

TIME ALLOCATION AS PLANNED

I. INTRODUCTION

Overview of the lesson, with an attempt to motivate and justify the contents. The objectives should be clearly identified. What learning outcomes are being sought?

II. BODY (with audio-visual aids if appropriate)

A. May include explanations, demonstration, application, examination, and discussion or critique.

B. Methods to be used:

1. Lecture
2. Conference
3. Group performance
4. Coach-and-pupil
5. Demonstration

C. Materials

D. Key questions

III. SUMMARY

To clinch the high-points and identify again the objectives of the lesson.

IV. ASSIGNMENT FOR SUBSEQUENT LESSON, IF ANY:

V. EVALUATION:

A. Of the instructor's efforts:

1. How successful was the lesson?
2. What suggestions for revision?
3. What worked well or failed to go over?

B. Of the learner's progress:

1. Brief quiz or check-up (perhaps a 10-item quiz) on this lesson.
2. End of course examination, when appropriate.

(Complete manuscript of the lesson should be attached if one is prepared.)

FILMS FOR USE IN POLICE TRAINING FOR WORK WITH JUVENILES

Public Health Service Audio-visual Facility
Communicable Disease Center
Atlanta 22, Georgia (Free loan)

"Booked for Safekeeping" - Deals with the problems of how to handle the very disturbed mental patient with humaneness and safety.

"The Cry for Help" - Depicts persons who have tried to commit suicide, its causes and some of the misconceptions about it.

"The Mask" - The over-use of alcohol conceals many physical and mental illnesses which the police officer must be careful not to overlook. This film will help police officers to know what to look for.

"Under Pressure" - The police have mental health problems of their own; here is a frank approach to some of these problems.

Psychological Cinema Register
Audio-visual Aids Library
Pennsylvania State University
University Park, Pennsylvania (Rental)

"Angry Boy" - Dramatizes the story of an emotionally disturbed boy whose troubles have developed as a result of unhealthy family relationships. Through psychiatric guidance the boy and his parents are helped to understand and handle their emotional problems.

"Boy With A Knife" - Role of social worker in reaching a gang of boys on verge of crime wave; importance of adolescent group activity and understanding.

"Hard Brought Up" - This film deals with two boys caught in an act of delinquency, and how they are helped by the child welfare worker assigned to their case. As the camera follows this worker through her activities on behalf of the court, the boys, their parents and the community, the entire spectrum of child welfare services is revealed.

"Youth and the Law" - Pinpoints some problems of youth in a modern community. Explores role of the police as they work with community organizations to guide youth activities.

Audio-visual Center
Indiana University
Bloomington, Indiana (Rental)

"Culture of Delinquency" - Develops theme that delinquents are products of a delinquent culture. Describes conflicts within our culture.

"The Delinquent Self" - Outlines the ways in which an individual develops a concept of himself as a delinquent or criminal.

"The Gang" - Describes delinquency as a group phenomenon and contrasts the boys' gang and the boys' club.

McGraw-Hill Book Co.
New York, New York (Rental)

"Age of Turmoil" - Six typical teen-agers of both sexes spend Friday afternoon and evening in varied activities. Problems and needs presented - untidiness, eternal hunger, boundless energy, tremendous desire to be accepted in school and family groups. Teen-ager beset by problems of parental friction, desire for independence, open or secret interest in sex, adjusting to new set of circumstances. The strict discipline of childhood finally gives way to friendly understanding on part of parents.

"Overdependency" - A re-enactment of the course of psychotherapeutic treatment of a young man by his physician. The development from childhood of his over-dependency on others is shown, as well as the effects derived from his treatment.

U. S. Army Film Libraries throughout the country (free loan)

"Shades of Gray" - U. S. Department of the Army, (PMF 5047). Portrays through dramatized situations and case histories various mental disorders experienced by soldiers during training and combat ranging from mild anxiety states to severe depressive reactions and paranoid psychoses; traces the life patterns of each affected soldier and relates his early familiar and environmental experiences to the circumstances which precipitate his mental breakdown; demonstrates methods of psychotherapy, including emotional catharsis, narcoanalysis, hypnotic suggestions, and group therapy; and makes the point that in terms of mental health, no one is either "black" or "white"; everyone is a "shade of gray."

Public Affairs Committee
381 Park Avenue South
New York, New York 10016

"Headed For Trouble" - Deals with police handling of juvenile delinquents and is appropriate for police training and community education.

A Catalog of Films:

SELECTED FILMS ON CHILD LIFE. Compiled by Inez D. Lohr, Visual Information Specialist, Division of Reports. Children's Bureau Publication 376. Revised 1965. 114 pp.

This revised edition of Selected Films on Child Life lists films reviewed by the professional staff of the Children's Bureau and considered to be of value for people and organizations in some field concerned with children.

Most of the 480 films listed in this edition are for adults. A few made for classroom use with children are included because they contain information that will help people to think about what can be done for children.

Copies are available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 20402, for 40 cents each with a discount of 25 percent on lots of 100 or more copies of one publication sent to one address.

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